

PROGRAM AMENDMENT

SCHOOL IMPROVEMENT GRANTS

District Name: Jefferson School Name: Doss High School

Person Submitting Amendment: Jordan Paskitti

Reviewer: Tara Rodriguez Date Revision Approved: 9-22-17

Sections	(Amend)Yes or No	Description data supporting amendment and strategies to be included.
<p>Section 1: Commitment to Serve</p> <ul style="list-style-type: none"> Assessment data Non-cognitive data Causes and contributing factors Strategy selection 		<p>Doss High School has a high percentage of novice learners on all EOC's and KPREP assessments. Doss High School has fully implemented career academies and project-based learning for the 2017-2018 school year. Project-based learning (PBL), cross-curricular collaboration, and career academy community partnerships are all components to reducing the number of novice learners. Freshman Academy teachers will participate in a district professional development on teaming and cross-curricular PBL. Also, resource teachers will participate in the PBL Ohio Institute in July to deepen their learning with PBL.</p> <p>Project-Based Learning (PBL) is a proven strategy to engage students in meaningful learning in academic, technical, and career readiness knowledge and skills. PBL is grounded in research that shows the importance of learning concepts in meaningful contexts and the key role of social interactions in learning (Barron & Darling-Hammond, 2008, and Bransford, Brown, & Cocking, 1999). In a meta-analysis of more than 80 studies of PBL, compared to alternative teaching methods, PBL holds its own on standardized tests of academic knowledge and outperforms lecture-based approaches on other kinds of outcomes (Walker & Leary, 2009).</p> <p>Students from problem-based classes showed significant differences in problem-solving skills and the ability to apply them to real-world dilemmas than students in traditional classes (Finkelstein, Hanson, Huang, & Hirschman, 2009; Walker & Leary, 2009). Problem- and inquiry-based learning also results in high levels of student engagement (Belland, Ertmer, & Simmons, 2006; Brush & Saye, 2008). Overall, studies on the benefits of PBL have shown that compared to other instructional methods, PBL enhances students' learning by fostering higher-order thinking, problem-solving,</p>

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		collaboration skills, and the ability to engage in and comprehend complex processes (Ravitz, 2009).
Section 2: Intervention Model (Tier I and Tier II)		
Section 3: Actions <ul style="list-style-type: none"> • Technology • Family involvement • Personnel assignments • Redirected funds • PD • Resources • External support • Review policies • Changes in policies/practices • Sustain reform 		<p>Doss High School would like to move \$12,000 from the 3-Year School Improvement Grant (2015-2018) “Resource Teacher-Other” stipend code to the “Other Certified Workshops” Code. The funds will be used to pay for teacher stipends to participate Project-based learning (PBL) professional development (PD) throughout the entire 2017-2018 school year.</p> <p>The work is sustainable because Doss High School teachers, administrators, and support staff will be engaged in cross-curricular planning through career academies and project-based learning professional development.</p> <p>3-Year SIG (2015-2018)</p> <p>“Resource Teacher-Other” to “Other Certified Workshops”</p> <p>1002227-011038-460A (\$12,000) to 1002170-011327-460A</p>
Section 4: Timeline <ul style="list-style-type: none"> • Three year timeline 		
Section 5: Tier I and Tier II annual goals <ul style="list-style-type: none"> • District services • Activities to improve • Literacy and mathematics plans 		
Section 6: Tier III Services <ul style="list-style-type: none"> • District services 		

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<ul style="list-style-type: none"> Activities to improve Literacy and mathematics plans 		
Section 7: Tier III Annual Goals <ul style="list-style-type: none"> S.M.A.R.T. goals Quarterly benchmarks District support when not achieving goals 		
Section 8: Consultation <ul style="list-style-type: none"> Stakeholder input/involvement 		

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